



**Office of Career for Technical Education  
Level III Preparatory Industrial Education Program Assessment**

The Office of Career and Technical Education (OCTE), *formerly known as the Department for Technical Education*, is keenly aware of the impact that the delivery of quality secondary technical education has on the needs of students transitioning into postsecondary education or entering directly into the workforce. Industrial education program assessment is a means to provide quality programs throughout the Commonwealth.

**History**

- The OCTE was given the responsibility for assessing Level III industrial education preparatory programs in school districts operating vocational centers or departments and OCTE (KY Tech) centers as a result of House Bill 502 passed during the 2000 KY General Assembly Session.
- The Assessment Branch, with a branch manager, consultant, and administrative assistant within OCTE, was designated to manage program assessment with assistance from the Kentucky Department of Education (KDE).
- A list and location of industrial education programs was compiled. There are 86 centers and departments that house industrial education programs. OCTE has 53 area centers with 246 industrial education programs; the KDE has 33 centers/departments with 117 industrial education programs.
- The next step was to develop a program assessment document with standards that would identify a level III program. The OCTE formed a Review Committee (comprised of KDE and OCTE staff, coordinators, principals, and teachers) to develop a program assessment document. A copy of the 21-standard document is available and addresses areas such as curriculum, safety, Commonwealth Accountability Testing System, Skill Standards assessment, industry certification, program improvement plan, student transition, and technology.
- OCTE and KDE worked cooperatively in developing the assessment document, assessing programs, serving on assessment team visits, and determining the direction of program assessment.
- The assessment process has set standards to give direction to program improvement.

### **2001-2002 Pilot School Year**

- Using the 21-standard program assessment document during the 2001-2002 pilot year, the OCTE Assessment Branch and a KDE program consultant visited, gave support to, and assessed all industrial education programs in 86 centers/departments.
- Also, an Assessment Team (led by a university educator and comprised of representatives from OCTE, KDE, Kentucky Community and Technical College System, and business and industry) visited, gave support to, and assessed twelve schools (six state- and six-locally operated). Eleven of the twelve schools visited by the Assessment Team indicated improvement compared to the visit from the Assessment Branch staff and KDE consultant.
- During both the Assessment Branch/KDE consultant visits and the Assessment Team visits, immediate feedback concerning the findings was given to teachers, coordinators, and principals.
- Reports of findings were sent to appropriate superintendents, principals, coordinators, and OCTE and KDE staff.
- OCTE and KDE secondary industrial education teachers completed a program assessment self-study at the end of the 2001-2002 school year. Each self-study was reviewed by the school principal and submitted to the Assessment Branch.
- The Assessment Branch collected data on all visits and self-studies. The results of the findings for the pilot year are available.

### **2002-2003 School Year**

- The Review Committee updated the 21-standard program assessment document.
- OCTE and KDE cross-referenced the program assessment document with KDE's Standards and Indicators for School Improvement (SISI).
- DTE and KDE cross-referenced the program assessment document with 704 KAR 4:231 Career and Technical Education Program Standards.
- The OCTE Assessment Branch
  - Developed a checklist for consistency in rating each standard and to give immediate feedback to schools.
  - Prepared sample documentation and organized the documents in a tote for all 21-program assessment standards for assessment staff, principals, and supervisors.
  - Provided guidance and training for KDE principals.
  - Provided training to OCTE program consultants, OCTE area supervisors, and university educators that lead the Assessment Teams.
  - Supported the industrial education programs and the Assessment Teams.
  - Developed 22 PowerPoint presentations for university educators to incorporate in their 64-hour occupation based teacher education programs for industrial education teachers.
  - Developed a website <http://kytech.ky.gov/programassessment.htm> containing the assessment document, resources, support documents, PowerPoint presentations, and related informational links.
  - Provided training for teachers/principals at conferences, workshops, and in-services.
  - Collected data from Assessment Team visits and self-studies.

- Provided reports to the twelve visited schools and their stakeholders.
- Provided other reports as requested.
- An Assessment Team assumed the lead for the 12 Assessment Team visits (six state- and six locally-operated).

### **2003-2004 School Year**

- The OCTE Assessment Branch
  - Provided guidance and training for OCTE and KDE principals and teachers.
  - Supported the industrial education programs and the assessment teams.
  - Updated and enhanced the program assessment website as needed.
  - Develop resources as needed.
  - Collected data from Assessment Team visits and self-studies.
  - Provided reports to the thirteen visited schools and their stakeholders.
  - Provided other reports as requested.
- An Assessment Team assumed the lead for the 13 Assessment Team visits (six state- and seven locally-operated).

### **2004-2005 School Year**

- A visitation cycle will be completed by the assessment team visiting all schools that have not received visits.
- The stakeholders will revise the program assessment document and process to start a new cycle beginning 2005-2006.
- The program assessment staff will:
  - conduct training sessions to accommodate the needs of the stakeholders.
  - continue to schedule training during summer conference, NTI follow-up, and the technical update window, etc.
  - continue to collect data and develop reports on all visits and by special requests
  - continue to update and revise the program assessment website, resources, Blackboard courses, etc.